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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.4. Develop and test generalizations based on observations of patterns and relationships  1.2.5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.(Includes CR Start With/Get To)  1.3. 6. Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale, or an arm balance showing the same amount on both sides.(Includes CR Today’s Number)  2.1.1 Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.(Includes CR Start With/Get To)  2.1.2. Compare and order quantities of up to 100 objects, including naming a number that is one or ten more or less than a given number  2.1.3. Describe and estimate quantities using benchmark amounts such as zero, 10 and 100(Includes Start With/Get To and Morning Meeting)  2.2.9. Count by rote to at least 100. (Includes Start With/Get To and Morning Meeting)  2.2.12 Identify, read and write numerals to 100.(Includes Start With/Get To)  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16.(Includes CR Start With/Get To)  2.2.14 Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency.(Includes CR Start With/Get TO)  3.3.8.    Use nonstandard units or physical referents to estimate answers to measurement problems involving length, area, weight, temperature, volume and capacity, and then justify the reasonableness of the answers. Suggested materials include Unifix or locking cubes, paperclips, Popsicle sticks, square tiles, water and sand.  4.1.2. Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.(Includes CR : The Monthly Data, Can Everyone Have a Partner?, Discussing the Monthly Data  **Classroom Routine ONLY:** 2.1.4. Identify ordinal numbers up to 10th with an ordered set of objects, e.g., point to the fifth crayon lined up on the table. (Start With/Get To)  2.2.10. Count on from a given amount, orally and with models, and count back from 10.(Start With/Get To)  3.1. 4. Construct shapes and solids using a variety of materials and create two-dimensional shapes and designs with a line of symmetry.(Quick Images..Square)  3.3.6.    Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.(Morning Meeting)  3.3.7.Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less.(Morning Meeting) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |